COURSE SPECIFICATION

Course Aim and Title	BA (Hons) Creative and Professional Writing
Intermediate Awards Available	BA, Cert HE, Dip HE
Teaching Institution(s)	UEL
Alternative Teaching Institutions (for local arrangements see final section of this specification)	
UEL Academic School	Arts & Digital Industries
UCAS Code	W800
Professional Body Accreditation	
Relevant QAA Benchmark Statements	Creative Writing (Feb. 2016)
Additional Versions of this Course	
Date Specification Last Updated	May 2019

Course Aims and Learning Outcomes

This course is designed to give you the opportunity to:

- Explore a wide range of writing practices, while simultaneously allowing for specialisation
- Discover how to research and write effectively in different genres, employing a variety of source materials
- Develop editorial skills, with an emphasis on giving and receiving constructive feedback
- Reflect critically on the process and products of your own writing
- Explore other creative and professional avenues for your writing

What you will learn:

Knowledge
- Understanding and articulating the similarities and differences between a variety of writing practices
- Understanding structural templates for a variety of forms
- Understanding genre theory and distinctions between genres

Thinking skills
- Problem-solving as it relates to the development of creative work
- Developing the ability to place your own and others' work within an historic, creative and cultural context
- Developing a capacity for self-critical reflection

Subject-Based Practical skills

- Continuous improvement of basic writing skills including spelling, grammar and punctuation
- Increasing mastery of structures and formats over a variety of forms and genres in creative writing
- Development of editorial skills
- Development of an ability to incorporate others' feedback into your work
- Experience in working in multi- and interdisciplinary contexts

Skills for life and work (general skills)
- Enhanced communication skills, both written and oral
- Enhanced problem-solving skills
- Enhanced collaborative skills
- An understanding of academic conventions and styles
- Experience in working collaboratively

Learning and Teaching

Teaching Strategy

Knowledge, thinking skills, practical skills and skills for life and work are developed in modules across the course through individual and project work that integrates students' writing skills, collaborative skills, and the application of creative practice in professional contexts.

Students will also develop the ability to reflect critically on their work and the work of others, the ability to develop a broad theoretical appreciation of creative writing, as well as related disciplines, such as drama, dance, and music. Students will also explore the interconnections between disciplines. The nature of teaching, learning and assessment will reflect the multi-disciplinary environment in which writers work and the variety of forms and contexts within which writing is produced.

Teaching and Learning Activities
1. Individual and group-based work (creative practice skills and knowledge)
2. Workshops (creative practice skills and knowledge)
3. Formal and interactive lectures (thinking skills and knowledge)
4. Interactive seminar discussions (thinking skills and knowledge)
5. Individual and group presentations (creative practice skills, thinking skills and skills for life and work)
6. Individual tutorials and independent learning (thinking skills and knowledge
7. Analysis of practical and theoretical issues (thinking skills and knowledge)
8. Project sessions (creative practice skills, thinking skills and knowledge)
9. Research seminars (creative practice skills, thinking skills and knowledge)
10. Performance (creative practice skills and knowledge)
11. Project supervision (creative practice skills, thinking skills and knowledge)
12. Work placement and/or external projects (creative practice skills, thinking skills, skills for life and work, and knowledge)

Projects

Creative writing students will contribute to bth disciplinary and multi-disciplinary projects, and will be involved with interdisciplinary creative projects, providing a context for learning and skills development and operating as a vehicle for the development of creative practice and skills development, critical analysis, research skills, and theoretical understanding.

Types of project include:

Soft Projects: modelled on professional practice to develop skills and collaborative capacity, applied in the context of a simulated industrial or public environment. Project briefs will be designed and based upon previous live briefs from previous years.

Soft Projects will exist predominantly but not exclusively at level 3 and 4.

Industry Projects: live projects delivered in collaboration with an industrial or public context, reflecting professional practice in the development and application of skills, collaboration and standards of presentation and public engagement.

Industry Projects will exist predominantly but not exclusively at Level 5

Student-led Projects: As students progress through the levels of the courses within the cluster, they will develop independence and creative agency, to the extent that by Level 6, students will be designing and managing their own projects, supervised by lecturers and mentors.

Student-Led projects exist predominantly but not exclusively at Level 6.

Cross-cluster collaboration and collaboration between levels will lead to the emergence of hybrid project models, supported by the Professional Life strand.

Assessment

Assessment Strategy
A wide variety of assessment tasks and artefacts will be used to assess a student's knowledge, skills and understanding. Project-based delivery will integrate a range of practice and documentation representative of the professional contexts in which it is taught and produced.

Knowledge is assessed by:
  • Application of relevant structures, genres and formats to individual pieces of creative writing
  • Coursework essays, reports, evaluations, reviews, reflections and presentations
  • Exercises and discussions undertaken in seminar and workshop sessions

Thinking skills are assessed by:
  • Coursework essays, reports, evaluations, reviews, reflections and presentations
  • Exercises and discussions undertaken in seminar and workshop sessions
  • Long dissertation / extended essay / written reports
  • Response to feedback in creative writing projects

Creative Practice skills are assessed by:
  • Completion of practical work relevant to the discipline or interdisciplinary practice
  • Presentation and delivery of practical work

- Portfolios
- Use of the rehearsal studios and theatre production spaces for devising, rehearsal, and performance, where appropriate
- Production skills
- Reflexive reports / portfolios on creative work
- Ability to work individually and in groups

Skills for life and work (general skills) are assessed by:
- Involvement in and contribution to collaborative project and presentation work
- Ability to think and work independently
- Quality of written work (including non-academic writing) in assignments
- Ability to understand and meet requirements of module specification
- Strict assignment deadlines
- Ability to work in professional contexts / placements

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

Students with disabilities
The curriculum has been designed in accordance with the entitlements of disabled students. Students will be able to access specific assistance and advice face to face (or online) through the personal tutor (Academic Advisor Course), Course Leader, Module Leader, the Hub and the course induction. Additionally, the Dyslexia and Disability Team is able to provide additional information on other adjustments or support that may be available, so students are able to operate and complete work. This works in accordance to the competence standard under the Equality Act 2010.

Online help is provided via Moodle in the course handbook and the following Links:

www.uel.ac.uk/undergraduate/student-support/disability
www.uel.ac.uk/undergraduate/student-support www.uel.ac.uk/students/student-support/specific-learning-difficulties www.uel.ac.uk/undergraduate/fees-and-funding/uk-eu-2017-entry/disabled-students

Assessment & Feedback Policy.
To avoid marking bias, all work is submitted with under student number, rather than student name, and in cases where student anonymity is not possible (i.e. presentations, dissertations) all work is second marked. In accordance with UEL Assessment policy at least 20% of the work from across the range of marks from each marker is second marked. An external examiner assesses a sample of all assessed work.

Assessment Tasks and Portfolios
Assessment frequently includes the creation of portfolios, comprising production reports, written reports, extended essays, and live practical assessments relevant to disciplinary and interdisciplinary practice.

Portfolio content will depend on the module assessment task in which the portfolio features, consisting of a wide variety of mediums from digital content, such as video and audio recordings, or digital images, which capture the production and performance/ media of practical work and technical 3D outcomes. Portfolios will be digital documents presented online using web publishing tools.

Details of the requirements and content for portfolios and assessment tasks will be provided in module guides for each module. To allow for diversity and inclusivity across course clusters, it will be appropriate, based on relevant course subject, to further stipulate the form of assessment required i.e. artefacts and performance/ media pieces captured as evidence digitally and or non-digital formats (e.g. published printed book), which may subsequently be documented digitally (i.e. coursework portfolio).

Portfolios will take the form of digital and physical documents presented online using web publishing tools and or physical portfolios that have been printed and curated into a portable portfolio.

From this practice, students demonstrate and reflect upon the process of creating and preparing a final professional body of work for professional display, further development in production and or industry.

Work or Study Placements

Students have the opportunity to gain practical editorial experience by working with Creative Writing's newly-established imprint, known as *inprint*. This includes editing and producing our literary e-zine *THE GALLION*, which publishes a range of the best student work, and is produced online and in hard copy at the end of the year. In addition, students are encouraged to participate in literary reading events on and off the campus, and will be involved with external projects and events as part of their Professional Life modules.

Course Structure

All courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

3	Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.
4	Equivalent in standard to the first year of a full-time undergraduate degree course.
5	Equivalent in standard to the second year of a full-time undergraduate degree course.
6	Equivalent in standard to the third year of a full-time undergraduate degree course.
7	Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this course:

4	PA4016	Forms & Genres	20	Core	N
4	AD4021	Contextual Studies (Creative Writing)	20	Core	N
4	PA4026	Technique 1: Creative Writing	20	Core	N
4	Subject to Validation	Mental Wealth: Professional Life – Agency 1 (Creative Writing)	20	Core	N
4	Subject to Validation	Documentary 1: Documentary and Representation (Creative Writing)	20	Core	N
4	PA4024	Technique 2: Poetry Forms & Structures	20	Core	N
5	Subject to Validation	Long Form & Hybridity	20	Core	N
5	Subject to Validation	Introduction to Scriptwriting	20	Core	N
5	Subject to Validation	Copywriting and Writing for Social Media	20	Core	N
5	Subject to Validation	Mental Wealth: Professional Life - Producing and Promoting the City	20	Core	N
5	Subject to Validation	Script Development	20	Core	N

5	Subject to Validation	Practice as Research/Research Methods	20	Core	N
6	Subject to Validation	Book Publishing 1: Content	20	Core	N
6	Subject to Validation	Transmedia and Digital Futures	20	Core	N
6	Subject to Validation	Advanced Practice & Innovation: Experimental Project	20	Core	N
6	Subject to Validation	Mental Wealth: Professional Life -Book (Publishing Project 2: Publication)	20	Core	N
6	Subject to Validation	Major Project/Dissertation	40	Core	N

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.

Additional detail about the course module structure:

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a course is a module selected from a range of modules available on the course.

The overall credit-rating of this course is 360 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Course Specific Regulations

Requirements for gaining an award

In order to gain an <u>Honours</u> degree you will need to obtain 360 credits including:
• A minimum of 120 credits at level four or higher
• A minimum of 120 credits at level five or higher
• A minimum of 120 credits at level six or higher

In order to gain an <u>Ordinary degree</u> you will need to obtain a minimum of 300 credits including:
• A minimum of 120 credits at level four or higher
• A minimum of 120 credits at level five or higher
• A minimum of 60 credits at level six or higher

In order to gain a <u>Diploma of Higher Education</u> you will need to obtain at least 240 credits including a minimum of 120 credits at level four or higher and 120 credits at level five or higher

In order to gain a <u>Certificate of Higher Education</u> you will need to obtain 120 credits at level four or higher

Degree Classification

Where a student is eligible for an Honours degree by passing a valid combination of modules to comprise an award and has gained the minimum of 240 UEL credits at level 5 or level 6 on the current enrolment for the course, including a minimum of 120 UEL credits at level 6, the award classification is determined by calculating;

The arithmetic mean of the best 90 credits at level 6	x	0.8	+	The arithmetic mean of the next best 90 credits at levels 5 and/or 6	x	0.2

and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification

70% - 100%	First Class Honours
60% - 69%	Second Class Honours, First Division
50% - 59%	Second Class Honours, Second Division
40% - 49%	Third Class Honours
0% - 39%	Not passed

Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

The expected duration of this course is 3 years full-time or 4 years part-time.

A student cannot normally continue study on a course after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a course in part time mode is 7 years from first enrolment.

Further Information

More information about this course is available from:

- The UEL web site (www.uel.ac.uk)
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages

All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

Students are likely to incur small additional costs for visits within the London area, the purchase of materials such as individual journals/notebooks, the printing of draft writing for feedback sessions, the printing of a hard copy book in their final year, and other related matters.

Alternative Locations of Delivery